

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street

Sacramento, California 95814-7000



OFFICE OF THE EXECUTIVE DIRECTOR

Request for Proposals to Create and Implement Teaching Pre-Internships

Announcing the Availability of State Grants for Pre-Internship Teaching Programs

The Request for Proposals (RFP) described below is designed for school districts and county offices of education which have emergency needs for teachers. Grant funds received for other programs do not affect eligibility for this program. This 1998 RFP is relative **only** to the support and preparation of multiple subject teachers who cannot meet the subject matter requirements to enter a teaching intern or regular teacher preparation program.

Section I

Summary

The California Commission on Teacher Credentialing is responsible for administering the Pre-Internship Teaching Program which provides funds to support local efforts to prepare and retain first year emergency permit multiple subject teachers for California public school classrooms. A pre-intern is a teacher who qualifies for a long term emergency permit but does not meet the subject matter requirement to enter an intern program. This RFP makes available initially \$2 million through AB 351 (Scott) which authorizes the creation of pre-intern programs to enable education agencies to provide the support and training necessary to assist teachers who are in the classroom on an emergency basis toward the completion of teacher training. School districts and county offices of education can make grant application to obtain these funds. The Commission has convened a panel of advisors who represent a variety of education agencies in California to collaborate in the coordination and evaluation of the Pre-Internship Program.

A school district or county office of education may make a competitive grant request for the creation and implementation of a District Pre-Intern Program (operated pursuant to Education Code Sections 44300, 44305, 44306, 44307.5 and 44308). Small school districts are encouraged to apply for a competitive grant as a consortium to implement a program jointly. Districts which are already operating support programs for emergency permit teachers may also apply for funding. Grants will only be awarded to school districts and county offices of education. However, these agencies are expected to work collaboratively with colleges, universities, teacher associations, or others to develop and implement pre-internships. Pre-Intern programs will be designed and implemented by local education agencies (LEAs).

The need for the Pre-Intern Program is directly related to the ever increasing use of emergency permit teachers, most of whom have not completed subject matter requirements to enter a preparation program. In addition class size reductions for primary grades begun in the 1996-97 school year have created a dramatic increase in the number of emergency permits issued. For the 1996-97 school year, the Commission issued over 12,000 emergency multiple subject permits compared to under 6,000 of the same permits issued for the 1995-96 school year. Of all multiple subject emergency permits issued, 50% are assigned to the primary grades. Even with the completion of class size reduction efforts, the use of emergency permit teachers will not be entirely eliminated as the California student population increases. In view of this, emergency permit teachers need to be facilitated more thoroughly and more rapidly toward completion of their teacher preparation. The Pre-Internship Program will assist class size reduction in its goal of improving student performance through quality education at the hands of trained professionals. Selected pre-intern programs will be designed to assist teachers toward this end.

The \$2 million that is available through this RFP is particularly focused on assisting school districts in improving the effectiveness and retention of new emergency permit teachers, with the goal of replacing the emergency permit system with the pre-intern system over the next several years. Grant requests may be submitted for pre-internship programs only for multiple subject teachers in the 1998-99 school year.

When awarding grants, preference may be given to programs that are already in place for the support and development of emergency permit teachers as meeting the Pre-Internship Teaching Program criteria. Proposals will be selected for funding based upon the following criteria:

- (a) Demonstrated need, as indicated by the percentage of teachers in the district who have not completed basic credential requirements;

- (b) The quality of the preparation, support, and assistance to be provided to pre-intern teachers;
- (c) Cost effectiveness, including the number of pre-interns to be served;
- (d) Collaboration between district administrators and experienced teachers with permanent status in the development plan;
- (e) District and college or university collaboration to ensure availability of courses needed by pre-intern teachers;
- (f) Pre-Intern preparation content, including lesson planning, classroom management and organization, and schedule for delivering the preparation, with a focus on beginning before or during the first semester of the pre-internship;
- (g) The role of personnel, including experienced teachers with permanent status, in the delivery of pre-intern preparation and support;
- (h) Inclusion of the California Standards for the Teaching Profession jointly developed by the Commission and the State Department of Education no later than the second year of employment in the program;
- (i) The method to be used in evaluating the program; and
- (j) Approval of the district plan by the governing board of the school district.

The law stipulates that \$2000 per pre-intern be allocated for purposes of providing instruction, support, and assessment to the pre-intern. The sponsors of programs will receive one year grants. The Pre-Internship Program is intended to be a two year program with a focus toward completion of the subject matter requirement for entry into an intern or regular credential program. LEAs should apply for grant funding each year, based upon review of their programs. Additionally, the governor has proposed to fund \$3.8 million for the initial cohort of recipients in the second year of the program. A third year grant may be available for individuals who show both progress and promise.

Beginning July 1, 1998, the Commission is authorized to issue pre-intern certificates in lieu of emergency permits to the approved counties and districts for multiple subject teachers. All other emergency permits will continue to be issued by the current process. The Commission is required by the law to submit to the legislature an interim report by October 1, 2000 and a final report by October 1, 2001, evaluating the Pre-Intern Program. In view of this, participants in the program will be required to keep accurate records of the progress of their pre-intern teachers. Such information will be submitted through surveys and questionnaires generated by the Commission.

Section II

Background on Emergency Permits

A Brief History

California has had a long history of employing individuals who are not prepared or certificated for the teaching tasks they are asked to perform. In the period before 1970 the State Department of Education issued a Provisional credential to persons who met minimum qualifications but had not completed a professional program. This was the early equivalent of the emergency credential or permit.

The Teacher Preparation and Licensing Act of 1970 (the Ryan Act), created the Commission on Teacher Preparation and Licensing (later the California Commission on Teacher Credentialing) as an independent agency within the Executive Branch of the Government. The act authorized the Commission to issue emergency credentials based on “at least 90 semester units of college work.” The 90 semester unit requirement was an improvement over the 60 semester units required for the Provisional credential of the earlier era.

During the 1970’s and well into the ‘80’s there were few demands for emergency credentials except in such fields as the newly established bilingual area and increasingly in such subjects as mathematics and science. The Commission continued to upgrade the requirements through regulations, eliminating the 90 unit emergency credential for all fields as of January 1, 1985, requiring a baccalaureate degree and instituting a six semester unit requirement for reissuing the emergency credential. The Legislature contributed to the upgrading of requirements adding the CBEST requirement effective January 1, 1983. In 1986 a subject matter requirement for the single subject and the multiple subject emergency permits was established by law. In 1994 the Commission adopted regulations changing the title from emergency credential to permit. The most recent legislation (SB 674 of 1997) placed a restriction on the number of years an individual may serve on an emergency permit to five years.

Current Regulations and Requirements for Emergency Permits

Regulations governing emergency permits currently require that school districts and county offices of education verify that they have made a diligent search for certificated teachers but were unable to recruit enough to fill their needs. Such results must be filed annually with the Commission as a Declaration of Need Statement approved by the local school board. The employer must also provide teacher orientation and the guidance and assistance of a experienced educator to each permit holder.

Requirements for an emergency permit vary with the type of permit. The minimum requirements for Multiple Subject Emergency Permits relevant to this RFP are:

- a baccalaureate degree or higher from a regionally accredited college or university,
- passage of CBEST,
- 10 semester units in each of four subject areas or 10 units in three subject areas and an additional 10 units in a combination of two areas. These units may have been earned in any of the following academic areas: Language Arts, Literature, History, Social Science, Mathematics, Science, Humanities, Art, Performing Arts, Physical Education, Human Development.

Analysis of Multiple Subject Emergency Permit Use

From 1990 to 1996 the use of multiple subject emergency permits averaged under 6,000 permits issued annually. Legislation and funding to reduce class sizes in primary grades in 1996 more than doubled the number of these permits in use. During the 1996-97 academic year, only seven sparsely populated counties had no districts that employed emergency teachers in elementary grades. Increases over their previous year's use by individual districts throughout the state ranged from zero to 2,450%. Nearly 150 districts showed increases of 100% or more. Commission data show that approximately one third of first year emergency permit holders do not renew their permits, suggesting that despite the requirements of the Bergeson Act, untrained first year teachers have not been receiving enough training and guidance to remain in education. Although the huge effort to reduce class size is a commitment to helping children learn, staffing these classrooms with under prepared teachers raises the specter that the quality of education these children are receiving is not what it should be. In response to this, AB 351 seeks to formalize and institutionalize the support and training of beginning emergency teachers through the Pre-Internship Program. This program will provide continuous support and intervention to move under trained teachers more quickly and certainly toward entrance into a teacher preparation program so that they are equipped to bring about student success in the classroom.

Section III

Statutory Requirements and Funding Criteria to be Addressed in the Development of a Proposal

Definition of Pre-Internship Program

The Pre-Internship Program was established to prepare emergency teachers for enrollment in a teaching intern or regular credential program. AB 351 (Scott) defines a Pre-Internship Program as providing for emergency teachers "early, focused, and intensive preparation in the subject matter that they are assigned to teach and development in classroom management, pupil discipline, and basic instruction methodologies," including assistance in progressing into a teacher internship program. The Pre-Internship Program is intended over time to replace the emergency permit system.

Eligibility of Agencies and Institutions to Receive Funding

Although grant funding is restricted to school districts and county offices of education, universities, colleges, and other professional organizations may participate as proposal sponsors in collaboration with districts and county offices. Districts are encouraged to form consortia with other districts or county offices of education if necessary. Consortia are an especially good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own resources and needs. The chief concern in these collaborations should be providing the best support system that education agencies can provide. Clearly where subject matter completion, one of the primary goals of the Pre-Internship Program, is concerned, districts and county offices can best serve their employees by collaborating closely with institutions of higher education that can provide the necessary course work. In addition, AB 351 (Scott) states that "the commission shall make every effort to recognize effective district programs for the support and development of emergency permit teachers in operation before July 1, 1998, as meeting the pre-intern teaching program criteria." Districts and counties operating these programs are encouraged to apply for funding and will be given consideration for their programs.

Eligibility of Candidates to Participate; Recruitment and Selection of Candidates

To be eligible to participate in the Pre-Internship Program, each participant must have:

- (a) earned a baccalaureate degree from a regionally accredited college or university;
- (b) passed the basic skills proficiency test (CBEST);

- (c) met the subject matter requirement (10 semester units in four academic areas or 10 units in 3 areas with a combination of 10 units in 2 other areas with a grade of "C" or better in each class); and
- (d) completed character and identification clearance (fingerprints).

A primary goal of the Pre-Internship Program is to retain and develop first year emergency teachers; however, prospective pre-interns may include those who completed their first year of teaching on an emergency permit or credential waiver in the 1997-98 school year as well as those who will serve their first year in the 1998-99 school year. Districts which include teachers from both school years in their programs will need to keep separate records for the two different groups to be able to provide accurate reporting of the retention results of their programs. The sponsors of a proposal should describe their selection criteria for prospective pre-interns and present the rationale for their selection.

Emergency permit holders who have met the subject matter requirement for an intern or teacher preparation program are not eligible for this program. Such candidates should be directed to internship programs. Grants for internships are available through the Alternative Certification Local Assistance Grant Program administered by the Commission. Also emergency permit teachers who have already begun teacher preparation are not eligible for this program. The Pre-Internship Program is intended specifically for unprepared teachers.

Funding priority may be given to districts which compose a varied cohort for the pilot, including inner city, rural/remote and suburban schools, as well as single district and consortia programs. Selection will be based on a broad scope of types of districts and cohorts to provide a greater range of data for the pilot study.

Selection of Pre-Intern Support Providers and Their Preparation for these Roles and Responsibilities

Grant proposals should define and justify criteria for selecting pre-intern preparation and support providers consistent with the demands of preparation and support for pre-intern teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teacher training. The criteria for selecting support providers should be related to their intended roles and responsibilities.

Selection of support providers should include but not be limited to criteria such as: (a) willingness to participate in preparation for the provider role, (b) awareness of beginning teacher development processes and phases, (c) willingness to discuss assessment information and share instructional ideas and materials with pre-intern teachers, (d) possession of effective interpersonal skills with special emphasis on the ability to communicate with beginning teachers, and (e) professional role model qualities. A proposal should include a clear definition of the roles and responsibilities of those educators who will be selected to serve as support providers for Pre-Interns in the proposed program.

Grant proposals must address the quality of support to be provided to pre-interns, which may include innovative methods of providing assistance and guidance. Support providers should have a knowledge of up-to-date instructional models and curriculum changes. Sponsors will find some guidelines for support of novice teachers in the Beginning Teacher Support and Assessment (BTSA) Program which may be obtained upon request from the Commission. However, the grant proposal should address how this training will be tailored to the special needs of the pre-intern teacher. The support provider's role should include coaching, advising, and peer review but should be separate from evaluation for employment.

Pre-Intern Preparation and Support from Experienced Teachers with Permanent Status

AB 351 requires that experienced teachers with permanent status be included in the delivery of pre-intern preparation and support. These certificated individuals should exhibit excellence in teaching and be matched to the Pre-Interns in assignment and proximity. The procedures for making these selections should also be clearly specified.

Professional Development Plan for Pre-Interns

Although the law does not require pre-intern programs to use the California Standards for the Teaching Profession until the second year, sponsors are encouraged to utilize the standards in the initial design of the program. The publication which outlines and defines these standards is available upon request from the Commission. The standards are listed below:

- Engaging and supporting all students in learning;
- Developing as a professional educator;
- Assessing student learning;
- Creating and maintaining effective environments for student learning;
- Understanding and organizing subject matter for student learning; and
- Planning and designing learning experiences for all students.

A crucial element in the development of a pre-intern program is the instructional plan which should address subject matter preparation, classroom management, student discipline and teaching methodologies. The goal of the instructional plan should be to give the pre-intern a chance to provide effective instruction to students. The program should include an early analysis of the pre-intern's professional growth needs and subject matter course work. The legislation requires that pre-interns take the MSAT examination during the first issuance of the Pre-Intern Certificate. If taken early in the first service year, the test results may also provide an indication as the subject matter needs of the pre-intern. Such indicators may be used to

guide an individualized instructional plan for each pre-intern tailored to his or her needs. Pre-interns who successfully pass the MSAT during the first year shall enter an intern or traditional teacher preparation program the following year. A pre-intern plan should also address any special needs of the participating districts and counties and include a means of evaluating retention and the quality of the program itself.

Since subject matter completion is of primary importance, support providers should be trained in subject matter requirements and options. Subject matter course work may be taken at colleges or universities with approved subject matter programs that match the pre-intern candidate's needs or at community colleges in preparation to take the MSAT examination. Another consideration should be the coordination of structured opportunities for pre-interns to exchange ideas and work through challenges with each other.

Section IV

Issues to be Addressed in the Development of a Funding Proposal

Districts and county offices are encouraged to limit their grant proposals to no more than 15 pages on the issues outlined below, attaching any supporting documents of their choice. The length of the proposal will not influence the selection, only the content of the narrative. Each issue should be addressed separately. The issues are noted below.

- (1) District demonstrated need
- (2) Preparation, support and assistance to be provided to pre-interns and the role of personnel, including experienced teachers, in pre-intern support and preparation
- (3) Number of pre-interns proposed to be served and cost effectiveness analysis
- (4) Collaboration between administrators and experienced teachers in development of the plan
- (5) Collaboration between districts and colleges or universities on availability of courses needed by Pre-Interns
- (6) Content of preparation program including lesson planning, classroom management and organization
- (7) Evaluation of the program
- (8) Approval of the plan by the governing board

District Demonstrated Need

Each proposal should include a brief statement addressing the specific needs that are being met by the program. Bidders should describe historic shortages and significant efforts to recruit and retain teachers, the recent history of emergency permit and waiver use, as well as efforts made to meet teacher shortage needs and reasons why they were unable to hire fully qualified teachers.

Description of Preparation, Support and Assistance to be Provided to Pre-Interns and Description of the Role of Personnel, Including Experienced Teachers, in Pre-Intern Preparation and Support

Describe in as much detail as possible your proposed program for preparing, supporting, and assisting pre-interns including:

- Identify the mechanisms you plan to use for delivering preparation, including who will design the curriculum and a schedule for the program.
- Define how you will provide support and assistance to the pre-intern, e.g. logistics.

- Identify the individuals who will provide support and assistance and their qualifications to do so.
- Define the duties and responsibilities of members of the development team and any other peripheral preparation or support providers involved in the program.
- Define the role of support providers in the delivery of program content.

Number of Pre-Interns Proposed to be Served and Cost Effectiveness Analysis

Describe the following in your narrative presentation:

- (a) number of pre-interns for whom you seek funding;
- (b) grade levels that pre-interns will be teaching; and
- (c) the criteria of selection that will be used.

A proposal should consider how a program will maximize the use of the resources. Identify the methods that you plan to use to recruit persons into your proposed program. Consider whether you plan to use mentor teacher funds or other funding sources to enhance the program.

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. No matching funds are required, but since accurate recording and reporting of any funds spent by the grant recipient on behalf of the pre-intern may have an impact on funds allotted for the programs in the future, a mechanism for keeping track of such expenditures should be a consideration.

A percentage of the awarded funds will be retained by the Commission and apportioned midway through the year pending a progress report on expenditures due December 1, 1998, from program sponsors. Upon receipt of the December report and subsequent evaluation, the Commission will release the balance of the grant funds to the sponsors. In order to receive funding for the second year, sponsors will be required to account for all expenditures of funds from the previous year in their year end report.

Successful bidders will also be expected to contribute to an evaluation of the overall effectiveness of this funding measure through questionnaires and interviews from the Commission. The goal of the evaluation is to identify cost-effective, high quality models of pre-intern preparation. Bidders should include a statement in their proposal agreeing to submit annual reports and to participate in the overall evaluation. The Commission will make every effort to keep such paper work activities to the minimum needed to meet the obligations to the Legislature.

Evidence of Collaboration Between Administrators and Experienced Teachers in Development of the Plan

The proposal should describe the responsibilities that administrators and experienced teachers with permanent status will assume in the development of the plan, including who will participate and what their roles will be. The description should include the method used to select the administrators and teachers who will develop the plan. If release time or extra remuneration is to be provided, please note.

Evidence of District and College or University Collaboration on Availability of Courses Needed by Pre-Interns

The collaboration should begin with evaluation, advising and guidance of the pre-intern in subject matter needs. The scheduling of subject matter preparation course work will also require the collaboration of the employer and the college or university providing the course work. A proposal should include a plan to meet the special scheduling needs of a full time teacher. The location of the classes/preparation workshops should also be considered in terms of proximity to the place of employment to eliminate travel time for the pre-interns as much as possible. If the district is located in an area where college or university courses are not available, the proposal must include alternative ways to meet the subject matter needs of the pre-intern, such as in-district preparation or distance learning.

Content of Preparation Program Including Lesson Planning, Classroom Management and Organization

A proposal should outline a plan for the preparation that will be provided to the pre-intern. The Commission's report, *California's Future: Highly Qualified Teachers For All Students*, in response to SB 1422 makes the following recommendations for teacher preparation competencies that may be relevant to pre-intern preparation:

- principles and strategies for curriculum planning, student assessment, and classroom management;
- effective communication skills and strategies;
- subject methods of instruction; and
- reading methods of instruction.
- childhood learning including cognitive, social, and individual development;
- general pedagogy principles and practice; and
- first and second language development.

Sponsors should also describe the specific duties of support providers in the delivery of the content of the program. Professional organizations may be another resource for pedagogy preparation.

Evaluation of the Pre-Intern Program

Evaluation of the program should be seen as separate from evaluation of the pre-intern for employment. Program sponsors should consider in their evaluation process how the program fits into their continuum of teacher preparation, particularly whether it affects retention. The evaluation process should allow for the input of pre-interns and support providers as well.

Evaluation of the program should include:

- Documentation over the course of the year that demonstrates the pre-interns growth in the planning and delivery of lessons;
- The collection of evidence related to classroom management including use of a variety of techniques and a diminishing number of punishments given out (evaluation, principal referrals, parent conferences on behavior); and
- Data on student academic performance using school, district, or standardized tests.

Other considerations for the evaluation of the program may include:

- how, by whom and on what schedule the plan will be evaluated and
- how pre-interns' progress will be recorded and reported.

Approval of the Plan by the Governing Board

Prior to funding, each plan submitted will need to be approved by the governing board or county superintendent of the education agency.

Section V

Selection of Proposals to be Funded

The following scoring key will be used to score the competitive standing of a proposal.

<u>Issues</u>	<u>Maximum Points</u>
Demonstrated Need and Rationale for the Program.....	20
Quality of Preparation, Support and Assistance.....	20
Cost-Effectiveness and Budget.....	10
Collaboration Between Administrators and Experienced Teachers.....	10
Collaboration Between District and College/University.....	10
Content of Preparation Program.....	20
Role of Personnel, Including Experienced Teachers.....	10
Evaluation Plan.....	10
Total Points	110

Section VI

The Funding Procedure

Because the Commission is interested in encouraging proposals from local education agencies throughout the state, this RFP is being sent to all districts and county offices of education.

Intent to Bid forms must be received at the Commission by April 6, 1998. All persons who return an Intent to Bid form (Appendix A) will be sent a summary of all questions asked at the bidders' conferences (already held in March 1998), all questions submitted in writing by potential bidders along with the responses to those questions, and any information that needs to be sent to potential bidders. Filing an Intent to Bid form does not obligate any organization to submit a proposal. Intent to Bid forms may be sent by fax to 916-323-4508.

Bidders who wish to compete for funding should submit five copies of their funding proposals to the California Commission on Teacher Credentialing. Proposals should reach the Commission offices by 5 p.m. on April 23, 1998 (extended date). Include in the funding proposal a sponsor's cover page for each participating agency, budget breakdowns for 1998-99 and 1999-2000, as well as a response to the items listed in Section IV. Formats for the cover and budget pages may be found in Appendix B.

The Commission will convene the advisory panel following receipt of the funding proposals. Each proposal will be read by at least two reviewers and will receive a rating in each of the areas listed in the previous section of this RFP. If additional or clarifying information is needed, the Commission will contact the bidder.

FUNDING PERIOD

The Commission intends to disburse the first installment of funds by June 30, 1998. Recipients should be prepared to apply the funds to implement their approved Pre-Intern programs no later than the beginning of the 1998-99 school year.

Section VII

Timeline

Target Dates for Each Stage of the Grant Funding Procedure

March 13, 1998	RFP issued for grant proposals
March 30/31, 1998	Bidders' conferences
April 6, 1998	Intent to Bid form due
April 23, 1998 (extended date)	Funding proposals due at the Commission
April 27-30, 1998	Evaluation of funding proposals
May 4, 1998	Questions sent to bidders to clarify evaluator's questions
May 15, 1998	Responses to questions due to the Commission
June 4, 1998	Awards announced by Executive Director and contracts sent to successful bidders
June 15, 1998	Contracts returned to the Commission

**Funds will be disbursed within 6-8 weeks of receipt of the signed contract at the Commission.

Intent to Bid Form

Potential respondents to this RFP are encouraged to return the Intent to Submit a Proposal form found in Appendix A. This form should be submitted by April 6, 1998. The purpose of this form is to enable the Commission to forward to potential respondents any other written information that may be needed to clarify this RFP. The responses to this form will be used to help determine how many proposal reviewers will be necessary.

Appendix A:

Intent to Bid Form

Intent to Submit a Proposal To Create and Implement a Pre- Internship Program

If you plan to submit a proposal, please submit this form to our office no later than April 6, 1998.

*Helen Hawley
California Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814- 7000*

Filing this intent form does not obligate any organization to submit a proposal. With the following information the Commission may contact interested individuals to provide additional details about the alternative certification program and this RFP.

Organization Name: _____

Address: _____

Contact Person: _____

Address (if different) _____

Contact Person's Phone Number: _____

Contact Person's FAX Number: _____

Please name other school districts or county offices that may co-sponsor a proposal with you.

Appendix B:

Sponsor Cover Pages and Budget Pages

Sponsor Cover Page

Each proposal should include one copy of this cover page
for each education agency that is applying for grant funds.
This copy should precede any other pages.

1. Name of District/County Office: _____
Mailing Address: _____

Contact Person: _____
Telephone: _____ FAX: _____
2. Total number of PRE-INTERNS to be served in the program: _____
3. Fiscal Agent for Funding Proposal:
Name: _____
Agency: _____
Mailing Address: _____
Telephone: _____ FAX: _____
4. Authorized participation has been approved by:
Name _____
Position: _____
Signature of Approving Official: _____
Date: _____

Co- Sponsor Cover Page

Please include a separate cover page for each organization, if any, that is co-sponsoring the effort. Please arrange pages alphabetically by organization. Answer all questions that apply.

1. Name of Co- Sponsoring Organization: _____

Contact Person: _____
Telephone Number: _____
Fax: _____

2. Type of Co-sponsor: (Please check the appropriate box)
☐ County Office of Education
☐ School District
☐ College or University
☐ Exclusive Representative of Teachers
☐ Professional Organization-please specify: _____
☐ Other-please specify: _____

3. For co-sponsoring districts, please indicate the number of PRE-INTERNS that you propose to serve in your district:

4. Authorized participation has been approved by:

Name: _____

Position: _____

Signature of approving official: _____

Date: _____

**PRE-INTERNSHIP TEACHING PROGRAM
BUDGET SUMMARY
FY 1998-99**

	Funding Request
Administrative Costs	
Personnel	
Evaluation	
Facilities	
Equipment	
Administrative Fees	
Clerical Fees	
Travel	
Professional Development	
Personnel (internal)	
Personnel (external)	
Fees and Materials	
Support	
Support Provider Training	
Support Provider Release Time, Stipends	
Support Provider Travel & Supplies	
Program Evaluation	
Personnel Costs	
Release Time	
Other	
Other	
Specify	
Estimated Additional Costs to District Above \$2000 per pre-intern	
TOTAL BUDGET	